

## **ARTICLE 67-19**

### **ACCREDITATION: PROCEDURES AND STANDARDS AND CRITERIA**

#### Chapter

67-19-01	Accreditation: Procedures and Standards and Criteria
67-19-02	Waiver of Accreditation Standards or High School Unit Instructional Time

#### **CHAPTER 67-19-01**

### **ACCREDITATION: PROCEDURES, STANDARDS, AND CRITERIA**

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**67-19-01-01. Definitions.** As used in this chapter:

1. "Accredited warned status" means the status of a school that is cited on:
  - a. A required criterion;
  - b. An accrual of less than eighty-five percent of the total points assigned to the optional standards and criteria; and
  - c. The lack of achievement of at least fifty percent of the point value assigned in any one section.

2. "Appropriate director" means the respective director or assistant director of the approval and accreditation unit in the department.
3. "Department" means the department of public instruction.
4. "Not accredited status" means a school does not meet the qualifying standards and criteria by enrollment categories.
5. "Unit of credit" means a minimum of one hundred twenty clock-hours of instruction for all courses except the natural sciences which require one hundred fifty clock-hours of instruction.
6. "Vocational education unit of credit" means a minimum of one hundred fifty clock-hours of instruction.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-02. Accreditation status.**

1. A school seeking the status of accredited with commendation must:
  - a. Contact the appropriate director;
  - b. Conduct a formal school improvement process, which must:
    - (1) Be approved in advance by the appropriate director; and
    - (2) Have the results that demonstrate that the educational program supports the philosophy, goals, and objectives that have been adopted by the school;
  - c. A school shall be accredited with commendation upon department approval of the school improvement plan, which must be submitted within one year of the team visitation; and
  - d. A school must maintain the accredited with commendation status.
2. A school seeking the status of accredited must:
  - a. Contact the appropriate director; and
  - b.
    - (1) Meet all the required standards and criteria;
    - (2) Accrue eighty-five percent of the total point values assigned to the optional standards and criteria that apply to the school; and

- (3) Achieve at least fifty percent of the point values assigned to each in sections 67-19-01-13 and 67-19-01-14.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-03. Loss of accreditation status - Penalties.**

1. If the citations for the accredited warned status are not removed by the next date of classification, the school will not be accredited. An accredited warned status will be awarded.
2. A school must not be accredited if the citations for the accredited warned status for the previous year have not been removed. A not accredited status must be awarded.
3. A high school that is not accredited on or after July 1, 1991, is not entitled to the amounts resulting from applying the weighting factor as provided by the foundation aid payment formula.
4. A high school that remains not accredited for the second year will have an additional two hundred dollars per student deducted from the amount per student received for the previous year. An additional two hundred dollars deduction per student per year will continue for each additional year the school remains not accredited.
5. An elementary school that is not accredited on or after July 1, 1992, will have the elementary foundation aid reduced by two hundred dollars per student each year that the school is not accredited.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-40.1-08, 15-40.2-06, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-40.1-06, 15-40.1-08, 15-45-02

**67-19-01-04. Nonclassified.** A school not seeking accreditation must be nonclassified.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-05. Identification of accreditation status.** The accreditation status of all schools must be provided in the educational directory and listed on the annual accreditation reports and licenses issued to the schools.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-06. Classification by school grade description and authority.**

1. A school must be classified as a secondary school, middle level or junior high school, or an elementary school dependent upon the grade organization in that school. Accreditation standards and criteria must be applied according to the classification of a school. A school district retains the sole discretion to organize grades in the configurations that are most appropriate for that district.
2. Configurations for school classifications are:
  - a. Secondary school as organized may be grades seven through twelve, eight through twelve, nine through twelve, or ten through twelve. If grade seven or eight is served in any combination with grades nine through twelve, the standards and criteria for grades seven through twelve must be reviewed as one unit.
  - b. Middle level or junior high school as organized may be grades five through eight, six through eight, seven and eight, six through nine, or seven through nine.
    - (1) If grades seven and eight are served in a five or six through eight unit and grade nine is not part of the organization, the elementary standards and criteria and point values will be applied for determination of accreditation status.
    - (2) A school containing only grades seven and eight will be reviewed upon the middle level or junior high school standards.
    - (3) If grade nine is served in a six or seven through nine unit, the middle level and junior high school standards and criteria and point values will be applied for determination of accreditation status.
  - c. Elementary school as organized may be kindergarten, kindergarten through grade six, or kindergarten through grade eight.
    - (1) If kindergarten or grades one through six are served singly or in any combination, the elementary standards and criteria and point values will be applied.
    - (2) If grades seven and eight are served in any combination kindergarten through grade eight, the standards and criteria

and numerical point values for grades seven and eight will be considered with the elementary school.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-07. Enrollment categories.**

1. For organizations listed in subsection 2 of section 67-19-01-06, the enrollment categories are as follows:
  - a. Secondary:
    - (1) One hundred or fewer;
    - (2) One hundred one through two hundred fifty; and
    - (3) Two hundred fifty-one or more.
  - b. Middle level and junior high school:
    - (1) One hundred or fewer;
    - (2) One hundred one through two hundred fifty; and
    - (3) Two hundred fifty-one or more.
  - c. Elementary:
    - (1) Twenty-four or fewer;
    - (2) Twenty-five through one hundred;
    - (3) One hundred one through two hundred fifty; and
    - (4) Two hundred fifty-one or more.
2. If there are two or more of the same type of schools (i.e., three elementary schools in a district), the student enrollment in the largest school must determine the appropriate category of standards and criteria.
3. A school may request to remain in the next lower enrollment category to meet standards if there have been some changes or anticipated changes in student enrollment or school organization and if the current

enrollment does not exceed the limit of the lower enrollment category by twenty percent or more.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-08. Qualifications and time assignments for administrators, counselors, and library media specialists.** The qualifications and time assignments for administrators, counselors, and library media specialists must be based upon the total number of students being served. Specific sections of the accreditation standards that address this are sections 67-19-01-16, 67-19-01-18, 67-19-01-19, 67-19-01-20, 67-19-01-21, 67-19-01-22, 67-19-01-24, 67-19-01-26, 67-19-01-28, 67-19-01-40, and 67-19-01-41.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-09. Types of standards and criteria - Penalties.**

1. Required standards and criteria are those that must be reviewed annually. A school that is cited on a required criterion must be accredited warned. Citations for required standards and criteria must be removed by March thirty-first of the following school year or the school must be not accredited.
2. Optional standards and criteria are those that have been assigned numerical point values and will be reviewed on a two-year cycle. A school must:
  - a. Accrue eighty-five percent of the total points; and
  - b. Achieve at least fifty percent of the point values assigned in each section.
3. A school which does not accrue eighty-five percent of the total points or does not achieve at least fifty percent of the point values assigned in any one section must be accredited warned. The accreditation report of a school in this category must confirm an accrual of eighty-five percent of the total points and an achievement of at least fifty percent of the point values assigned to each section by March thirty-first of the following school year, or the school must be not accredited.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-40.1-08, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-40.1-08, 15-45-02

#### **67-19-01-10. Review cycle.**

1. Each school must submit the professional personnel forms (MIS03) to be reviewed annually for the required standards and criteria and biennially, in conjunction with the accreditation report, for the optional standards and criteria.
2. The school must be notified each year on or before March thirty-first on its accreditation status. The school must have ten days to respond in writing to provide information to correct the citation.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

#### **67-19-01-11. Appeals procedure.**

1. A school may appeal the decision on the accreditation status by May first to the superintendent of public instruction. The appeal must be submitted in writing to the appropriate state director of school approval and accreditation. The state director must forward the appeal to the state accreditation committee.
2. The state accreditation committee must forward its recommendation regarding the appeal to the superintendent of public instruction by June fifteenth. The committee must consist of one member appointed by the executive board from each of the following organizations:
  - a. North Dakota school boards association.
  - b. North Dakota association for school administrators.
  - c. North Dakota association for elementary school principals.
  - d. North Dakota association for secondary school principals.
  - e. North Dakota education association (two - elementary and secondary).
  - f. North Dakota association for supervision and curriculum development.
  - g. North Dakota Indian education association.



3. The superintendent of public instruction must issue the final decision to the school by June thirtieth.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-12. Alternative formats and procedures.** Repealed effective June 1, 2002.

**67-19-01-13. Calculation tables for secondary, middle level, and junior high schools.**

1. The calculation tables outline the standards for secondary schools and middle level and junior high schools and identify the required standards and the point values assigned to each item in the sections for the optional standards.
2. The accreditation standards and criteria that are identified as required, indicated by the letter R in subsection 6, are those which must be met by all schools annually.
3. The optional standards and criteria are designed to provide some flexibility to schools. These standards, which have been assigned point values, are reviewed biennially.
4. A school must accrue at least eighty-five percent of the total point values and achieve at least fifty percent of the point value assigned to each section.
5. Schools must accrue point values for the standards that apply directly to them (e.g., a school employing an assistant superintendent is eligible for the two points assigned to that standard).

6. Calculation tables for secondary, middle level, and junior high are:

		Points
a.	School improvement:	
(1)	Mission or philosophy, goals, and objectives (seven-year cycle)	R
(2)	A plan for school evaluation (seven-year cycle)	R
(3)	School improvement plan (seven-year cycle)	R
(4)	Progress report (submitted biennially)	R
b.	Administration:	
(1)	Superintendent:	

	(a) Qualifications	R
	(b) Time assignment	5
(2)	Administrative assistant or assistant superintendent qualifications	2
	(Accrual of 2 points if employed and qualified)	
(3)	Curriculum or instructional area director qualifications	2
	(Accrual of 2 points if employed and qualified)	
(4)	Principal:	
	(a) Qualifications	R
	(b) Time assignment	5
(5)	Assistant principal:	
	(a) Qualifications	2
	(Accrual of 2 points if employed and qualified)	
	(b) Time assignment	2
c.	Instructional personnel:	
(1)	Teacher preparation:	
	(a) Minimum teacher preparation	R
	(b) Specific subject area preparation:	
	Maximum accrual for enrollment category:	
	0-100	10
	101-250	15
	251+	20
	(Loss of 2 points for each teacher lacking specific preparation)	
(2)	Professional growth policy	4
(3)	Professional development plan	4
d.	Instructional program:	
(1)	Written curriculum plan	R
(2)	Two-year course offerings	R
(3)	Class size:	
	Maximum accrual for enrollment category:	
	0-100	10
	101-250	15
	251+	20

(Loss of 1 point allowance per class over the three percent allowance)

- e. Student evaluation:
  - (1) Written program R
  - (2) Standardized testing:
    - (a) Grades 9-12, achievement test 4
    - (b) Grade 7 or 8:
      - [1] Achievement test 2
      - [2] Aptitude test 2
- f. Pupil personnel services:
  - (1) Written program R
  - (2) Coordinator R
  - (3) Counseling and guidance services:
    - (a) Counselor qualifications 3
    - (b) Counselor time assignment 3
- g. Library media services:
  - (1) Written program R
  - (2) Media personnel:
    - (a) Staff qualifications 3
    - (b) Time assignment 3
  - (3) Expenditures 2
- h. School policies:
  - (1) Handbooks:
    - (a) Teacher handbook 2
    - (b) Student and parent handbook 2
  - (2) Attendance policy 2
  - (3) Promotion and retention policy 2

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

#### **67-19-01-14. Calculation tables for elementary schools.**

1. The accreditation standards and criteria which are identified as required, indicated by the letter R, in section 67-19-01-13 are those which must be met by all schools within the timelines established.

2. The optional standards and criteria are designed to provide some flexibility to schools. These standards, which have been assigned point values, are reviewed biennially.
3. A school must accrue at least eighty-five percent of the total point values and achieve at least fifty percent of the point value assigned to each section.
4. Schools must accrue point values for the standards that apply directly to them (e.g., a school employing an assistant superintendent is eligible for the two points assigned to that standard).
5. Calculation tables for elementary schools are:

		Points
a.	School improvement:	
(1)	Mission or philosophy, goals, and objectives (seven-year cycle)	R
(2)	A plan for school evaluation (seven-year cycle)	R
(3)	School improvement plan (seven-year cycle)	R
(4)	Progress report (submitted biennially)	R
b.	Administration:	
(1)	Superintendent (if employed):	
(a)	Qualifications	R
(b)	Time assignment	5
(2)	Assistant superintendent qualifications: (Accrual of 2 points if employed and qualified)	2
(3)	Curriculum or instructional area director qualifications: (Accrual of 2 points if employed and qualified)	2
(4)	Principal:	
(a)	Qualifications	R
(b)	Time assignment	5
(5)	Assistant principal (if employed):	
(a)	Qualifications	2
(b)	Time assignment	2
c.	Instruction personnel:	
(1)	Teacher preparation:	
(a)	Minimum teacher preparation	R

(b) Specific subject area preparation:		
Maximum accrual for enrollment category:		
	0-100	10
	101-250	15
	251+	20
(Loss of 2 points for each teacher lacking specific preparation)		
(2)	Professional growth policy	4
(3)	Professional development plan	4
d.	Instructional program:	
(1)	Written curriculum plan	R
(2)	Curriculum subjects and time allotment	R
(3)	Class size:	
	Maximum accrual for enrollment category:	
	0-100	10
	101-250	15
	251+	20
(4)	Grade levels per teacher	6
(Loss of 1 point per teacher)		
e.	Student evaluation:	
(1)	Written program	R
(2)	Standardized testing:	
(a)	Grades 1-6:	
	[1] Achievement test	2
	[2] Aptitude test	2
(b)	Readiness - kindergarten and first grade	2
f.	Pupil personnel services:	
(1)	Written program	R
(2)	Coordinator	R
(3)	Counselor qualifications	3
(4)	Counselor time assignment	3
g.	Library media services:	
(1)	Written program	R
(2)	Librarian:	
(a)	Qualifications	3

	(b) Time assignment	3
(3)	Expenditures	2
h.	School policies:	
(1)	Handbooks:	
	(a) Teacher handbook	2
	(b) Student and parent handbook	2
(2)	Attendance policy	2
(3)	Promotion and retention policy	2

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-02, 15-21-04.1

**67-19-01-15. School program improvement.** The school program must meet the needs of all students in public and private schools. The plan for school improvement must be established as a result of a local assessment that leads to the development of appropriate learner and program outcomes at each school. Schools may use collaborative means to determine the extent to which these indicators of effective schooling are present and enhance the quality of education in the school.

1. The school must have a written statement of the mission or philosophy, goals, and objectives which is the governing document for the school and its programs. It must be developed and reviewed periodically by the school administrators, staff, and school board; students; parents; and community members.
2. For the evaluation of the total program, the school must have a written plan that must be reviewed and revised at least once every five years and a copy which is submitted to the department. The written plan must identify:
  - a. The goals for the evaluation; and
  - b. The procedures and methods to be used which include the instruments, people involved, timeline, and how the findings will be analyzed.
3. The school must have a written school improvement plan. The written school improvement plan must evaluate school improvement and must include the improvement goals, activities, timeline, persons responsible, and evaluation. The plan must be reviewed and revised at least once every five years and submitted to the department.
4. The school shall:

- a. Conduct an annual review of the written school improvement plan;
- b. Revise the plan as necessary; and
- c. Submit a progress report on the biennial accreditation report.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-16. Administration - Superintendent qualifications and time assignments.**

1. Qualifications:
  - a. Public high school district, parochial or private high school must employ a superintendent who has an administrative credential, AD01 or AD02.
  - b. Graded elementary district, parochial or private elementary school may employ a superintendent. If so employed, the superintendent must have an administrative credential, AD01 or AD02.
2. Time assignments for superintendents based on school enrollment for all grades.
  - a. Enrollment two hundred fifty or fewer. A superintendent must devote a minimum of one-half of the instructional day to functions of the superintendency (180 minutes per day or 900 minutes per week).
  - b. Enrollment two hundred fifty-one through four hundred. A superintendent must devote a minimum of two-thirds of the instructional day to functions of the superintendency (240 minutes per day or 1200 minutes per week).
  - c. Enrollment four hundred one or more. A superintendent must devote full time to functions of the superintendency (360 minutes per day or 1800 minutes per week), of which a maximum of one-sixth of the instructional day may be devoted to instructional activities.
3. With the approval of the department, two or more school districts or a consortium of schools may share a superintendent if the superintendent is:
  - a. Assigned to full-time administration and supervision; and

- b. Has an administrative credential, AD01 or AD02.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-02, 15-21-04.1

**67-19-01-17. Qualifications of an administrative assistant or assistant superintendent.** An administrative assistant or assistant superintendent must have an administrative credential, AD01 or AD02, or a master's degree in the assigned area.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-18. Administration - Secondary school principal qualifications and time assignments.**

1. A secondary school principal administering a school with enrollments in grades seven through twelve, eight through twelve, nine through twelve, or ten through twelve must have the following qualifications within the person's enrollment classification:
  - a. Enrollment one hundred or fewer. A secondary school principal must have a secondary principal's credential, SP03.
  - b. Enrollment one hundred one through two hundred fifty. A secondary school principal must have a secondary principal's credential, SP02.
  - c. Enrollment two hundred fifty-one or more. A secondary school principal must have a secondary principal's credential, SP01.
2. The time assignment for the secondary school principal within the person's enrollment classification must be as follows:
  - a. Enrollment one hundred or fewer. A secondary school principal must devote a minimum of one-third of the instructional day to the principalship (120 minutes per day or 600 minutes per week), of which at least one-half of that time must include activities related to providing building level instructional leadership.
  - b. Enrollment one hundred one through two hundred fifty. A secondary school principal must devote a minimum of one-half of the instructional day to the principalship (180 minutes per day or 900 minutes per week), of which at least one-half of that time must include activities related to providing building level instructional leadership.



- c. Enrollment two hundred fifty-one or more. A secondary school principal must devote a minimum of full time to the principalship (360 minutes per day or 1800 minutes per week). At least one-half of that time must include activities related to providing building level instructional leadership and a maximum of one-sixth of the instructional day may be devoted to instructional activities.
- 3. Time assignments for shared secondary school principal. The time assignments for a secondary principal serving two schools or employed in a school that has a shared superintendent must be as follows according to enrollment category:
  - a. Enrollment ninety-nine or fewer. A secondary school principal must devote a minimum of one-third of the instructional day to the principalship (120 minutes per day or 600 minutes per week), of which at least one-half of that time must include activities related to providing building level instructional leadership.
  - b. Enrollment one hundred through two hundred fifty. A secondary school principal must devote a minimum of two-thirds time of the instructional day to the principalship (240 minutes per day or 1200 minutes per week).
  - c. Enrollment two hundred fifty-one or more. A secondary school principal must devote a minimum of full time to the principalship (360 minutes per day or 1800 minutes per week).
- 4. Secondary school assistant principal administering a school with enrollments in grades seven through twelve, eight through twelve, nine through twelve, or ten through twelve.
  - a. Qualifications by enrollment category:
    - (1) Enrollment two hundred fifty-one through five hundred. A secondary school assistant principal must have a secondary principal's credential, SP02.
    - (2) Enrollment five hundred one or more. A secondary school assistant principal must have a secondary principal's credential, SP01.
  - b. Time assignments by enrollment category:
    - (1) Enrollment five hundred one through seven hundred fifty. A secondary school assistant principal must devote a minimum of one-half of the instructional day to the assistant principalship (180 minutes per day or 900 minutes per week).

- (2) Enrollment seven hundred fifty-one or more. A secondary school assistant principal must devote full time to the assistant principalship (360 minutes per day or 1800 minutes per week), of which at least one-half of that time must include activities related to providing building level instructional leadership. A maximum of one-sixth of the instructional day may be devoted to instructional activities.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-19. Administration - Middle level and junior high school principal and assistant principal - Qualifications and time assignments.**

1. Qualifications by enrollment categories are as follows:
  - a. Enrollment one hundred or fewer. A middle level or junior high school principal must have an elementary or a secondary principal's credential, EP03 or SP03.
  - b. Enrollment one hundred one through two hundred fifty. A middle level or junior high school principal must have an elementary or a secondary principal's credential, EP02 or SP02.
  - c. Enrollment two hundred fifty-one or more. A middle level or junior high school principal must have an elementary or a secondary principal's credential, EP01 or SP01.
2. Time assignments by enrollment categories are as follows:
  - a. Enrollment one hundred or fewer. A middle level or junior high school principal must devote a minimum of one-third of the instructional day to the principalship (120 minutes per day or 600 minutes per week), of which at least one-half of that time must include activities related to providing building level instructional leadership.
  - b. Enrollment one hundred one through two hundred fifty. A middle level or junior high school principal must devote a minimum of one-half of the instructional day to the principalship (180 minutes per day or 900 minutes per week), of which at least one-half of that time must include activities related to providing building level instructional leadership.
  - c. Enrollment two hundred fifty-one or more. A middle level or junior high school principal must devote full time to the principalship (360 minutes per day or 1800 minutes per week), of which at least one-half of that time must include activities related to providing

building level instructional leadership. A maximum of one-sixth of the instructional day may be devoted to instructional activities.

3. A middle level or junior high school assistant principal must have an elementary or a secondary principal's credential, EP01 or SP01.
4. Time assignments by enrollment categories are as follows:
  - a. Enrollment five hundred through seven hundred fifty. A middle level or junior high school assistant principal must devote a minimum of one-half of the instructional day to the assistant principalship (180 minutes per day or 900 minutes per week).
  - b. Enrollment seven hundred fifty-one or more. A middle level or junior high school assistant principal must devote full time to the assistant principalship (360 minutes per day or 1800 minutes per week), of which at least one-half of that time must include activities related to providing building level instructional leadership. A maximum of one-sixth of the instructional day may be devoted to instructional activities.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-20. Administration - Elementary school principal qualifications and time assignments.**

1. Qualifications by enrollment categories are as follows:
  - a. Enrollment twenty-four or fewer. An elementary school principal must have a North Dakota educator's professional license with a major, minor, or an endorsement in elementary education.
  - b. Enrollment twenty-five through one hundred. An elementary school principal must have an elementary principal's credential, EP03.
  - c. Enrollment one hundred one through two hundred fifty. An elementary school principal must have an elementary principal's credential, EP02.
  - d. Enrollment two hundred fifty-one or more. An elementary school principal must have an elementary principal's credential, EP01.
2. Time assignments are calculated by multiplying the number of full-time equivalent licensed personnel by the minimum time allotment, which is fifteen minutes. If the principal is also teaching, that time would not be included in the calculation. Time assignments by enrollment categories are as follows:

- a. Enrollment twenty-four or fewer. Time should be provided for the performance of administrative duties.
- b. Enrollment twenty-five or more:
  - (1) For one school. Twelve minutes per day per full-time equivalent licensed person.
  - (2) For two schools or another assignment. Fifteen minutes per day per full-time equivalent licensed person.
3. The elementary school principal must devote one-half of the time assigned as principal to activities related to providing building level instructional leadership.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-21. Administration - Shared elementary school principal - Elementary school principal qualifications and time assignments.** The time assignments for the elementary school principal serving two schools or employed in a school that has a shared superintendent must be fifteen minutes per day per full-time equivalent licensed person.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-22. Administration - Assistant elementary school principal - Elementary school principal qualifications and time assignments.**

1. An assistant elementary school principal must have an elementary principal's credential applicable to the next lower enrollment category by the date of issuance of the classification letter for the following school year.
2. Time assignments are as follows:
  - a. If a principal serves in more than one building or has another assignment other than teaching, there must be an assistant principal assigned in that building. Time devoted to the functions of the assistant principal is not regulated but must be commensurate with the assigned duties and documented to correspond to assigned duties.
  - b. For a school with an enrollment of six hundred or more, an elementary school assistant principal must devote one-half of the instructional day to the principalship (180 minutes per day), of

which at least one-half of that time must include activities related to providing building level instructional leadership.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-23. Instructional personnel - Curriculum or instructional area director.** Repealed effective March 24, 2004.

**67-19-01-24. Instructional personnel - Secondary school teacher qualifications.** Repealed effective March 24, 2004.

**67-19-01-25. Instructional personnel - Secondary school teacher qualifications - Specific subject area preparation.** Repealed effective March 24, 2004.

**67-19-01-26. Instructional personnel - Middle level or junior high school teacher qualifications - General preparation.** Repealed effective March 24, 2004.

**67-19-01-27. Instructional personnel - Middle level or junior high school teacher qualifications - Specific subject area preparation.** Repealed effective March 24, 2004.

**67-19-01-28. Instructional personnel - Elementary school teacher qualifications - General preparation.** Repealed effective March 24, 2004.

**67-19-01-29. Instructional personnel - Elementary school teacher qualifications - Specific subject preparation.** Repealed effective March 24, 2004.

**67-19-01-30. Professional growth policy - Staff development.**

1. Each school board must establish and implement a policy of professional growth for the teachers in the school board's district.
2. The following are provided as minimum standards in the establishment of such a policy:
  - a. College credit. All teachers must earn a minimum of four semester or six quarter hours of college credit each five years.
  - b. In service. All teachers must participate in sixty-four clock-hours of in service related to the teaching assignment during each five-year period. At the option of the school district, college credit earned above the minimum four semester or six quarter hours may be substituted for in service. One semester hour of college credit must equal sixteen clock-hours of in service.

- c. Procedures must be developed to ensure the monitoring and enforcement of the professional growth policy. The policy must delineate the penalties for failure to comply.
  - d. The school administrator must file a current copy of the professional growth policy with the department.
- 3. A written school district plan must be adopted which describes a program for staff development. The plan must include a description of the procedures, the activities, and the timeline for completion of activities. A copy of the plan must be completed and kept on file for onsite review.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-31. Written curriculum plan for kindergarten through grade twelve.**

- 1. A school must have a written plan for curriculum assessment, development, implementation, and evaluation. The plan must include a description of the procedures, the activities, and the timeline for implementation. A copy of the plan must be completed and kept on file for onsite review.
- 2. The curriculum adopted by the district must:
  - a. Be based upon the district's mission statement, philosophy, goals, and objectives;
  - b. Have a written statement of philosophy, goals, and objectives for each subject;
  - c. Provide for articulation of a curriculum for kindergarten through grade twelve;
  - d. Assure that the instructional resources and activities are matched to the philosophy, goals, and objectives for each subject; and
  - e. Provide for periodic evaluation and revision of each subject.
- 3. If a school elects to use an outcomes-based approach, the school may state the outcomes in addition to the district mission or philosophy, goals, and objectives. Outcomes would include the following:
  - a. Exit outcomes, which means those outcomes that describe what every student should know and be able to demonstrate;



- e. Music one unit
- f. Physical education one unit
- g. Health one-fourth unit

3. Grades nine through twelve. A secondary school must provide additional units of elective credit. The number of units is determined by the enrollment categories as follows:

a. Enrollment categories, grades nine through twelve:

- (1) Eighty or fewer - seven units from two course areas;
- (2) Eighty-one through one hundred fifty - nine units from two course areas;
- (3) One hundred fifty-one through three hundred fifty - eleven units from three course areas; and
- (4) Three hundred fifty-one or more - thirteen units from four course areas.

b. The elective courses must be selected from the following:

- (1) Art;
- (2) Business education;
- (3) Computer education;
- (4) Driver and traffic safety education;
- (5) Economics and the free enterprise system;
- (6) Modern languages;
- (7) Family and consumer sciences;
- (8) Industrial arts or technology education;
- (9) Vocational occupational programs (as referenced on the MIS03):
  - (a) Agribusiness;
  - (b) Health education;
  - (c) Vocational marketing and education;



- (d) Family and consumer sciences;
    - (e) Business and office technology; and
    - (f) Trade and industrial education; and
  - (10) Other courses as approved by the department.
- c. Schools must count for purposes of the minimum two-year course offering those courses in which students are enrolled which are provided through cooperative arrangements between or among schools or approved by the department or the state board for vocational education.
4. Grades seven and eight required courses:
- a. A student must be enrolled for a minimum time of instruction per week in the following areas:
    - (1) English language arts      two hundred minutes
    - (2) Mathematics                two hundred minutes
    - (3) Science                        two hundred minutes
    - (4) Social studies                two hundred minutes
    - (5) Physical education          eighty minutes
  - b. Students in grades seven and eight require additional reading, writing, speaking, and listening activities in order to continue to develop effective communication skills. When appropriate, additional English language arts time must be provided above the suggested minimum. Reading, writing, speaking, and listening activities must be incorporated into all subject areas.
  - c. A student must be enrolled in health education for a minimum of 3600 minutes or sixty clock-hours in grade seven or eight, or both.
5. Grades seven and eight elective courses:
- a. Music must be made available to all students, with a minimum of 3600 minutes or sixty clock-hours of music taught in grade seven or eight, or both.
  - b. A minimum of two semester or one hundred twenty clock-hours of instruction in courses from one or a combination of the following courses must be available as elective courses:
    - (1) Art;

- (2) Agribusiness;
  - (3) Business education;
  - (4) Computer education;
  - (5) Modern languages;
  - (6) Family and consumer sciences;
  - (7) Industrial arts or technology education; and
  - (8) Other courses as approved by the department or the state board for vocational and technical education, or both.
- c. A student in grade seven or eight must not be assigned to a study hall for more than one period a day.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-33. Middle level or junior high school - Enrollment in grade nine.** If grade nine is included in the middle level or junior high school organizational unit, the curriculum for secondary school grades nine through twelve, under section 67-19-01-32, must be provided for grade nine students.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-34. Middle level or junior high school - Enrollments in grades five through eight.**

1. Grades five through eight required courses. A student must be enrolled for a minimum time of instruction per week in the following areas:
  - a. English language arts      two hundred minutes
  - b. Mathematics                two hundred minutes
  - c. Science                        two hundred minutes
  - d. Social studies                two hundred minutes
  - e. Physical education          eighty minutes
2. Students in grades five through eight require additional reading, writing, speaking, and listening activities in order to develop effective communication skills. Additional English language arts time must be

included above the minimum. Reading, writing, speaking, and listening activities must be incorporated into all subject areas.

3. A student must be enrolled in health education for a minimum of 3600 minutes or sixty clock-hours in grade seven or eight, or both.
4. Grades five through eight elective courses:
  - a. Music must be available to all students, with a minimum of 3600 minutes or sixty clock-hours of music taught in grade seven or eight, or both.
  - b. A minimum of three semester or one hundred eighty clock-hours of instruction in courses from one or a combination of the following courses must be available as elective courses:
    - (1) Art;
    - (2) Agribusiness;
    - (3) Business education;
    - (4) Computer education;
    - (5) Modern languages;
    - (6) Family and consumer sciences;
    - (7) Industrial arts or technology education; and
    - (8) Other elective courses as approved by the department or the state board for vocational and technical education, or both.
  - c. A middle level or junior high school student must not be assigned to a study hall for more than one period a day.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-35. Elementary school - Enrollments in kindergarten through grade eight.**

1. If grade seven or eight is included in the elementary school organizational unit, the curriculum for middle level or junior high school as defined in section 67-19-01-34, grades seven and eight, must be provided for grade seven and eight students.

2. Kindergarten through grade six. Specific requirements regarding the length of the instructional time per week for all subject areas are:

a. Kindergarten (two and one-half hours per day or 750 minutes per week, equivalent);			
b. Primary (grades one through three)	1st	2nd	3rd
Language arts	650	650	650
Mathematics	200	200	200
Social studies	100	100	100
Science	60	60	60
Health	40	40	40
Music	90	90	90
Physical education	90	90	90
Art	45	45	45
Unallocated time may be used for:	375	375	375

- (1) Pupil-teacher planning and guided learning;
- (2) The initiation or expansion of a subject area;
- (3) The provision of elective offerings; and
- (4) The provision of pupil personnel services.

c. Intermediate (grades four through six)	4th	5th	6th
Language arts	460	420	420
Mathematics	200	200	200
Social studies	200	200	200
Science	160	200	200
Health	80	80	80
Music	90	90	90
Physical education	90	90	90
Art	45	45	45
Unallocated time may be used for:	325	325	325

- (1) Pupil-teacher planning and guided learning;
- (2) The initiation or expansion of a subject area;
- (3) The provision of elective offerings; and

- (4) The provision of pupil personnel services.
- d. The above time allotments are based upon a five and one-half hour day.
- e. Thirty minutes of supervised free play may be counted as part of the ninety minutes of physical education for kindergarten through grade three.
- f. Music and physical education may be eighty minutes per week in elementary schools that have programs affiliated with secondary programs.
- 9. A kindergarten half-day program must be two and one-half hours per day or 750 minutes per week, equivalent, with a curriculum planned and implemented with attention to the children's different needs, interests, experiences, and developmental levels.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-36. Class size.**

- 1. Secondary and middle level and junior high school:
  - a. Class size is recommended to be twenty-five students but may not exceed thirty students.
  - b. A school unit is allowed three percent of the total number of classes taught to exceed thirty students to a maximum of thirty-four students per class without citation.
  - c. Science and vocational education classes must not exceed the capacity of the learning stations provided.
  - d. Instrumental and vocal music classes are exempt from the class size standard.
- 2. Elementary school:
  - a. Maximum classroom enrollment, one grade level per teacher:
    - (1) Kindergarten through grade three, twenty-five students, with class size recommended to be twenty students; and
    - (2) Grades four through eight, thirty students, with class size recommended to be twenty-five students.

- b. Maximum classroom enrollment, two grade levels per teacher:
  - (1) Kindergarten through grade three, twenty students; and
  - (2) Grades four through eight, twenty-five students.
- c. Maximum classroom enrollment, three grade levels per teacher, kindergarten through grade eight, is fifteen students.
- d. Maximum classroom enrollment, four grade levels per teacher, kindergarten through grade eight, is ten students.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-37. Teacher preparation time - Kindergarten through grade twelve.** A teacher's schedule must include preparation time during the teacher's working day.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-38. Standardized testing.**

- 1. **Grades nine through twelve.** A nationally norm-referenced standardized achievement test must be administered at any two grade levels or as established by the state plan for testing.
- 2. **Grades seven and eight.** A nationally norm-referenced standardized group achievement test and a nationally norm-referenced standardized group aptitude test must be administered in grade seven or eight, or both. Both the achievement test and aptitude test must be administered at the same grade level to all students.
- 3. **Grades one through six.** A nationally norm-referenced standardized achievement test and nationally standardized group aptitude test must be administered to two grade levels each year in any of the elementary grades one through six. The achievement and aptitude tests must be administered at the same grade level to all students.
- 4. **Kindergarten or grade one.** A standardized readiness test must be administered in either kindergarten or grade one, whichever is the initial point of formal education.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

#### **67-19-01-39. Pupil personnel services.**

1. Each school must provide a pupil personnel services program, which ensures students' needs are being met in counseling and guidance services, social and psychological services, and health services.
2. A school must have a written description of the pupil personnel services program which is developed and reviewed periodically in cooperation with the staff members from counseling and guidance, social and psychological, and health services. The written program must be on file with the pupil personnel services coordinator. In school districts with enrollments of one through twenty-four students, a copy of the written program must be on file with the department of public instruction. The written program must include:
  - a. Mission or philosophy;
  - b. Goals and objectives;
  - c. The scope of services, personnel, and resources;
  - d. The schedule and time assignments of services that will be provided; and
  - e. Health and immunization records.
3. The counseling and guidance, social and psychological, and health services must be coordinated by a credentialed school counselor, superintendent, principal, or special education unit director. The classroom teacher may coordinate the services in elementary school districts with enrollments of one through twenty-four students.

**History:** Effective January 1, 2000; amended effective May 16, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

#### **67-19-01-40. Counseling and guidance services.**

1. Qualifications for school counseling and guidance personnel employed in a secondary, middle level or junior high, or elementary school.
  - a. The qualifications for counseling and guidance personnel are determined by the total number of students in the schools served:
    - (1) School district enrollment of one through twenty-four. A credentialed counselor is not required. However, the written program as provided for in section 67-19-01-39.2 must state what access the student has to counseling services by credentialed or licensed mental health professionals.

- (2) Enrollment of twenty-five through two hundred fifty. A counselor must be a licensed teacher and must have a CD16 counselor designate credential with sixteen semester hours of graduate core counseling courses as indicated in subdivision d of subsection 1 of section 67-11-05-05 or have an approved written plan of study on file with the department of public instruction as provided for in subdivision b.
    - (3) Enrollment of two hundred fifty-one or more. A counselor must be a licensed teacher and must have a CG01 credential for a high school, a CG01 or CG02 credential for a middle school, a CG03 credential for any grade level organization, or have an approved written plan of study on file with the department of public instruction as provided for in subdivision b. Services may also be provided in accordance with North Dakota Century Code section 15-36-18 and North Dakota Administrative Code chapter 67-11-05 and section 67.1-02-04-03.
  - b. If a school is unable to employ a credentialed counselor or counselor designate, as required by the enrollment of students served, the school may employ a licensed teacher to serve as the counselor designate. A written plan of study to become a credentialed counselor or counselor designate must be submitted to the department of public instruction and be approved. The licensed teacher must have completed a minimum of one graduate core counseling course from a state-approved school counseling program in order for the plan to be considered for approval. Once the written plan of study is approved, the licensed teacher must submit transcripts documenting completion of a minimum of five semester hours of graduate core counseling coursework, as listed in subdivision d of subsection 1 of section 67-11-05-05, each year until the teacher obtains the required credential. In order for the school to receive counselor qualification points in the pupil personnel services category to satisfy accreditation requirements, the licensed teacher must maintain an approved plan of study.
2. The time assignment must be provided by a qualified counselor and is determined by the total number of students served:
- a. Secondary, middle level or junior high, and kindergarten through grade twelve schools sixty minutes per day or three hundred minutes per week for each eighty students. Proportionate time allowances may be calculated for fractions thereof. One full-time credentialed school counselor must be provided for each four hundred fifty students.
  - b. Elementary school sixty minutes per day or three hundred minutes per week for each one hundred students. Proportionate time



allowances may be calculated for fractions thereof. One full-time credentialed school counselor must be provided for each five hundred students. A school district with enrollment of one through twenty-four must submit a copy of its written program as described in subsection 2 of section 67-19-01-39 to the department of public instruction, which includes classroom guidance activities based on the same time assignment.

- c. A qualified elementary school counselor (CG02 or CG03) or counselor designate must provide at least fifty percent of the required counselor time assignment. Other licensed counselors or licensed social workers may be used to meet the remaining fifty percent required counselor time assignment. Time in excess of the accreditation standard may be provided by either a licensed counselor or a licensed social worker included in the school's written program as described in subsection 2 of section 67-19-01-39.

**History:** Effective January 1, 2000; amended effective May 16, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

#### **67-19-01-41. Library media services.**

1. Each school must provide a library media program which ensures that students and staff are effective users of ideas and information.
2. A school must have a written description of the library media program, developed and reviewed periodically in cooperation with the library and instructional staff and maintained at the school district level, which includes:
  - a. A mission or philosophy;
  - b. Goals and objectives;
  - c. The scope of services, personnel, resources, and equipment; and
  - d. The schedule and time assignments of services that will be provided.
3. Qualifications for school library media personnel employed in a secondary, middle level or junior high, elementary, or centralized kindergarten through grade twelve library:
  - a. The qualifications for librarians are determined by the total number of students in the schools served:

- (1) Enrollment of one through twenty-four. A librarian is not required.
    - (2) Enrollment of twenty-five through one hundred. A librarian must be a licensed teacher and must have an approved plan of study as indicated in subdivision b.
    - (3) Enrollment of one hundred one through two hundred fifty. A librarian must be a licensed teacher and must have an LM03 librarian credential with sixteen semester or twenty-four quarter hours in library media education.
    - (4) Enrollment of two hundred fifty-one or more. A librarian must be a licensed teacher and must have an LM01 library media director or LM02 library media specialist credential. The LM01 credential requires a master's degree and at least twenty-six semester hours or thirty-nine quarter hours in library media education and twelve semester or eighteen quarter hours in education. The LM02 credential requires twenty-six semester or thirty-nine quarter hours in library media education.
  - b. If a school is unable to employ a credentialed librarian, as required by the enrollment of students served, the school may employ a licensed teacher to serve as the librarian. A written library plan of study to become a credentialed librarian must be submitted to the department of public instruction and be approved. The licensed teacher must have completed a minimum of one basic library media course, excluding the basic course in children's literature, in order for the plan to be considered for approval. Once the written plan of study is approved, the licensed teacher must submit transcripts documenting completion of a minimum of five semester hours of library media coursework each year, until the teacher qualifies for the required credential. In order for the school to receive library qualification points in the library media services category to satisfy the accreditation requirements, the licensed teacher must maintain an approved plan of study.
4. Time assignment. Students must be served by a qualified librarian in a library as organized, e.g., kindergarten through grade twelve, kindergarten through grade six, or grades seven through twelve or nine through twelve:
    - a. Enrollment of one through twenty-four. Library materials must be available to all students.
    - b. Enrollment of twenty-five through one hundred. Ninety minutes per day or four hundred fifty minutes per week.

- c. Enrollment of one hundred one through one hundred sixty. One hundred twenty minutes per day or six hundred minutes per week.
  - d. Enrollment of one hundred sixty-one through two hundred forty. One hundred eighty minutes per day or nine hundred minutes per week.
  - e. Enrollment of two hundred forty-one or more. Proportionate time allowances may be calculated (sixty minutes per day or three hundred minutes per week for each eighty students, or fraction thereof).
  - f. Library media aide time assignments may be used for the time assignments in excess of one full-time librarian serving in a centralized kindergarten through grade twelve, grades seven through twelve, or grades nine through twelve library.
9. A qualified elementary school librarian must provide at least fifty percent of the total library program time assignment for organization, curriculum, service, coordination, and supervision responsibilities. Library media aide time assignments may be used to meet the total library time assignments in excess of the fifty percent librarian serving in an elementary kindergarten through grade six or kindergarten through grade eight library.
5. An annual expenditure for books, newspapers, periodicals, and the rental or purchase of audiovisual materials and software, exclusive of textbooks and equipment, must average not less than ten dollars per student.

**History:** Effective January 1, 2000; amended effective May 16, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-42. School policies - Handbooks - Attendance - Promotion and retention.**

- 1. Handbooks, kindergarten through grade twelve:
  - a. Teacher handbook. A school must provide to each teacher a current handbook containing the rules and regulations that pertain to the duties and responsibilities of the teacher and the policies for the general operation of the school.
  - b. A school must provide to each student a current student and parent handbook that includes the school mission or philosophy, goals, and objectives and student rights and responsibilities and policies on parent and student issues that include:

- (1) Attendance;
  - (2) Discipline;
  - (3) Promotion and retention; and
  - (4) Graduation requirements.
2. A written school board policy must be adopted which specifies the attendance standards for all students in the school.
  3. A written school board policy must be adopted which states the standards and procedures for the promotion and retention of all students in the school.

**History:** Effective January 1, 2000.

**General Authority:** NDCC 15-21-04.1, 15-45-02

**Law Implemented:** NDCC 15-21-04.1, 15-45-02

**67-19-01-43. Driver's education program - Administrative requirements.** A high school may offer a driver's education program. A driver's education program must:

1. Be approved by the department prior to any instruction;
2. Be provided only by an instructor with a driver education instructor credential issued under chapter 67-11-01;
3. Provide insurance coverage for damages to others by student drivers in the amount required by North Dakota Century Code section 39-16.1-02;
4. Have and enforce policies that assure that each student taking a driver's education course has reached the student's fourteenth birthday;
5. Have and enforce policies that assure that the school's insurance carrier provides notice of the necessary insurance coverage to the department of public instruction and that the insurance carrier provides the department ten days' notice of cancellation of the required insurance policy and the reason for the cancellation;
6. Have and enforce policies that assure that at all times during the instructor's certification period, the instructor has a valid, nonsuspended, and unrevoked driver's license for the class of vehicle for which the instructor will provide instruction; and

7. Have and enforce policies that assure that each instructor carries insurance coverage at least in the amounts required by North Dakota law.

**History:** Effective June 1, 2002.

**General Authority:** NDCC 15.1-02-11, 15.1-22-02

**Law Implemented:** NDCC 15.1-02-11, 15.1-22-02, 39-06-05, 39-16.1-02